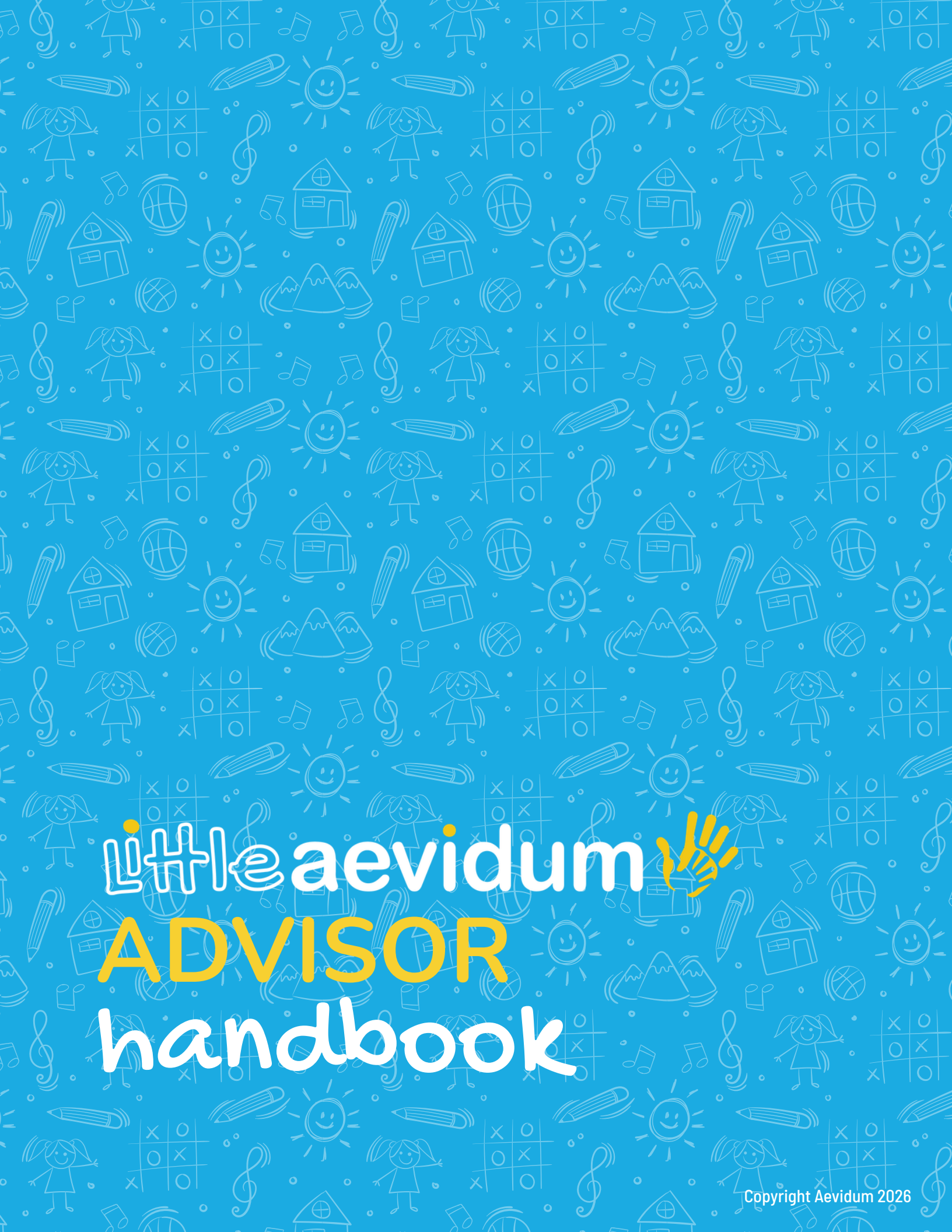




little aavidum

ADVISOR

handbook

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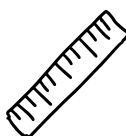
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Welcome to Little Aavidum!



We are so excited that your school is joining the Aavidum movement and that you are taking on the important role of helping lead this program. Little Aavidum, the elementary offshoot of Aavidum, is both a schoolwide curriculum as well as a student leadership experience designed to help children become active participants in creating a school culture where everyone feels accepted, appreciated, acknowledged, and cared for.

Aavidum, which means "I've got your back," was created by high school students after they lost a friend to suicide. They formed a student-driven initiative to create a culture of caring and compassion within their school in an attempt to prevent future tragedies. Since then, the Aavidum movement has spread from one high school to over 300 elementary schools, middle schools, high schools, and colleges. We hope to transform schools and communities into places where everyone feels accepted, appreciated, acknowledged, and cared for, and knows someone has their back.

In 2013, Landisville Primary Center in Hempfield School District (Pennsylvania) became the first elementary school in the country to adopt Aavidum. The program, called Little Aavidum, was created by LPC's school counselor, Mike Resh, who developed monthly classroom lessons that teach students about themes like empathy, caring, how to help others, signs of sadness, how to be a good friend, critical thinking, and problem solving. Under Mike's guidance, the curriculum was updated in 2021 with the help of additional school counselors and teachers. In 2025 and 2026, the curriculum was enhanced again to provide additional content, lessons, and resources. Our team also developed an assembly program and our "Small Talk" workshop.

At the elementary level, the concept of Aavidum helps to teach kids about the importance of supporting and caring for each other. Students are connected to their classmates and teachers in a powerful and committed relationship of support and compassion. Students learn to recognize signs of sadness in others as well as themselves. With this information, they will also then learn what to do in order to help have someone's back during emotional times. Finally, students will be empowered to search for and find their own strengths and life gifts, allowing them to learn about what makes each of them special and unique. We recognize that many schools are already integrating dynamic social-emotional learning curriculums and believe Little Aavidum can be a vehicle to assist in incorporating these important concepts. We also want to clarify that while Little Aavidum promotes protective factors associated with suicide like connection, a sense of purpose, and coping skills, the program does not explicitly discuss suicide.

At its heart, Little Aavidum is built around a simple message, "I've Got Your Back." Those four words can mean a lot to anyone who hears them. They mean:

You belong here.

Someone sees you.

Someone cares about you.

You don't have to face everything alone.

Little Aavidum gives students the opportunity to turn this important phrase into action.

As an advisor, your role is incredibly important, but you do not have to do this alone, and you do not have to be an expert in mental health.

Your role is to:



Create the space.



Guide the students.



Model the message.



Help students lead.

The students will bring the ideas, creativity, energy, and perspective. You bring the structure, encouragement, consistency, and adult support. Together, you can help create a school where more students experience the feeling that someone has their back.

We are incredibly grateful for your commitment to your students and your school and we look forward to seeing the meaningful work you and your student leaders accomplish.

Thanks for having our back!

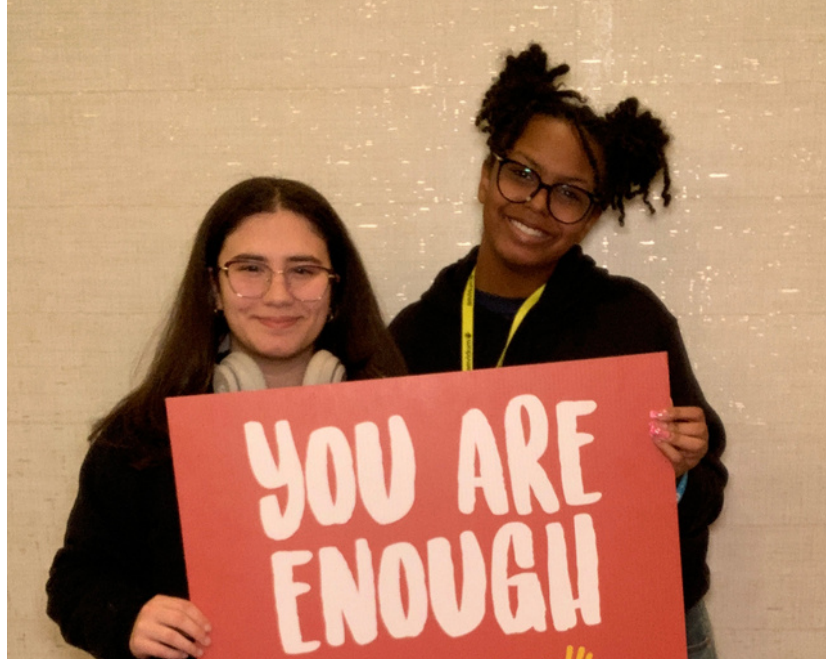
The littleaevidum Philosophy

At Aavidum, we believe that creating a healthier school culture doesn't begin with one lesson or one program.

- It begins with the way people treat one another every day.
- It begins when someone notices a classmate sitting alone.
- It begins when a student invites someone to join.
- It begins when a teacher learns a student's name and takes an interest in their life.
- It begins when a child realizes that asking for help is okay.
- It begins when students understand that their words and actions have an impact on the people around them.

Little Aavidum gives elementary students the opportunity to practice these behaviors and lead others in practicing them too.

Our goal is not to create a group of students who are perfect examples of kindness, but rather to create a group of students who are willing to notice, care, include, encourage, and keep trying.



The Four Characteristics of a Healthy Community

Across all age groups, everything Aavidum does connects back to our four characteristics of a healthy community. These characteristics were identified with the help of Aavidum's friend, Dr. Matt Wintersteen, Director of the David Farber ASPIRE Center and Associate Professor and Director of Research in the Division of Child and Adolescent Psychiatry at Thomas Jefferson University. Aavidum strives to help schools adopt these four characteristics, which are all protective factors.



ACCEPTANCE

Everyone deserves to be welcomed for who they are, and to feel like they belong in our school. Acceptance means making room for people who may look, think, learn, communicate, or live differently from us.

Students can practice acceptance by:

- Including others
- Welcoming new students
- Respecting differences
- Avoiding exclusion
- Being curious rather than judgmental



APPRECIATION

Everyone has something valuable to contribute. Appreciation means noticing the good in the people around us and letting them know that we see it.

Students can practice appreciation by:

- Thanking others
- Giving genuine compliments
- Recognizing someone's effort
- Celebrating classmates' strengths
- Expressing gratitude
- Recognizing adults who help make their school special



ACKNOWLEDGEMENT

Everyone deserves to be noticed, recognized, and heard. Acknowledgement means paying attention to people and recognizing that their feelings, contributions, and experiences matter.

Students can practice acknowledgement by:

- Listening
- Asking someone how they are doing
- Noticing when someone may feel left out
- Taking someone's feelings seriously
- Giving others a chance to speak
- Seeking adult help when they're concerned about someone



CARING

Everyone deserves to know that someone has their back. Caring means turning our concern for others into action and helping everyone to know that they matter.

Students can practice caring by:

- Including someone
- Checking in with a friend
- Helping someone who needs assistance
- Standing up for others
- Showing kindness
- Connecting someone with a trusted adult when they need help



What Makes littleaevidum Different

Little Aavidum shares some characteristics with social-emotional learning, character education, and other school-based programs, but it has its own distinct focus.



Student Leadership

Students are not simply participants. They're leaders. They help decide what their school needs, what activities would be meaningful, and how the Aavidum message can reach their peers.



Action

Students take what they learn and put it into practice.



School Culture

The goal extends beyond the club. Little Aavidum should be visible in classrooms, hallways, cafeterias, playgrounds, buses, and other parts of school life.



Connection

Little Aavidum emphasizes the importance of relationships, belonging, and community.



Adult Partnership

Adults provide structure, safety, guidance, and encouragement while allowing students meaningful opportunities to lead.



Customizable Model

Little Aavidum is designed to be flexible enough to work in different elementary schools while maintaining a consistent foundation.



Components of littleaevidum

Because each school's needs and availability are different, Little Aavidum is intentionally designed to be flexible so that schools can use whichever programmatic elements work best for them. All elements work together to build a strong, comprehensive program, but individual elements can also make a significant impact. Some schools begin with one or two elements and expand as the program organically takes off over time.

The Little Aavidum Club



The Little Aavidum Club is the heart of the Little Aavidum program. It is a student leadership group made up of students who are committed to helping create a school where everyone feels accepted, appreciated, acknowledged, and cared for. Little Aavidum members are not expected to be counselors or experts in mental health. Instead, they serve as positive role models and leaders who help bring the Aavidum message to life through their words, actions, ideas, and example. Schools have flexibility in determining the size and structure of their club based on what is appropriate for their students, staff, and building. This guide outlines some of our recommendations.

The goal of the club is to develop a team of student leaders who help create a culture of caring throughout the entire school. The Little Aavidum Club is where students learn that leadership doesn't always mean standing in front of a crowd. Sometimes leadership means noticing someone who is alone, inviting someone to join, speaking up when something isn't right, recognizing someone's strengths, or simply reminding someone "I've got your back."

The Small Talk Workshop

The Small Talk is an immersive, elementary-age workshop designed to strengthen student leadership and bring the Little Aavidum message to life. Modeled after Aavidum's Talk Workshop for secondary students, Small Talk gives elementary student leaders an opportunity to spend focused time learning about connection, belonging, caring, and leadership while practicing the skills they can bring back to their schools.



The Small Talk is designed to feel less like a traditional school workshop and more like an interactive experience or camp for student leaders. Students participate in activities that encourage them to connect with one another, explore Aavidum's core values, practice positive communication, and think about how they can make a difference in their own school community. A typical Small Talk experience begins with an opening session that brings all participating students together to establish the tone, introduce the Aavidum message, and build excitement for the day. Students then move into smaller groups where they participate in a series of interactive activities facilitated by high school Aavidum leaders. These activities provide opportunities to learn, talk, create, reflect, and practice leadership skills in an age-appropriate way.

The Small Talk is an opportunity for students to step outside of their normal school environment, meet other young Aavidum leaders, and recognize that they are part of a much larger movement. It can be particularly meaningful for students who are new to Little Aavidum because it helps them understand that the work they are doing in their elementary school is connected to Aavidum students and educators throughout the broader community.

Schools are encouraged to participate in Small Talk as part of their Little Aavidum experience. Information about upcoming Small Talk Workshops, registration, and participation opportunities will be shared by Aavidum throughout the school year. If schools are unable to participate in a Small Talk, they are still able to participate in the Little Aavidum program.

Classroom Lessons

Little Aavidum is not meant to live only in the club meeting. While the Little Aavidum student leadership team serves as the heart of the program, every student in the school can benefit from learning and practicing the same messages of belonging, connection, kindness, and caring. To help schools bring these ideas into classrooms, Aavidum has developed a collection of grade-level lessons for Kindergarten through 6th grade focused on positive school culture and student wellness. The resource includes 15 different topics, with developmentally appropriate lessons designed specifically for each grade level.

The lessons give schools an opportunity to create a common language around caring and connection across grade levels. A kindergarten student and a sixth grader may participate in very different activities, but they can still be learning about the same fundamental ideas. The goal is to build a shared culture.

The 15 topics include:

- Introduction to Aavidum
- Acceptance & Belonging
- Acknowledging & Recognizing
- Advocacy
- Appreciating & Valuing
- Caring & Compassion
- Empathy
- Feelings & Emotions
- Friendship
- Leadership
- Mindfulness
- Respect & Responsibility
- Resilience & Growth Mindset
- Time Management
- Conclusion

USE THE LESSONS THROUGHOUT THE SCHOOL YEAR

Schools are encouraged to incorporate the Little Aavidum lessons into their existing classroom routines and instructional schedules.

Lessons can be used:

- During morning meeting
- As part of social-emotional learning time
- During classroom guidance lessons
- During flexible learning periods
- As part of health or wellness instruction
- Before or after a Little Aavidum campaign
- In preparation for a schoolwide event
- When a particular need arises within the school community



Schools do not have to cover all of these lessons or include lessons at every grade level. The Aavidum Team created a large number of lessons to try to accommodate the needs of every school. Schools can adapt the lessons and adopt a format that works best for their community. Think of the lessons as a toolbox. Pull out the lesson(s) that fits your students, your calendar, and what your school community needs at that moment.

CONNECT THE CLASSROOM TO THE CLUB

One of the most powerful ways to use these lessons is to create a connection between what students learn in the classroom and what Little Aavidum leaders are doing throughout the school. The Little Aavidum club becomes the student leadership engine while classroom lessons help ensure that the entire school is developing the same skills and language.

LET THE LITTLE AVIDUM STUDENTS HELP

Whenever appropriate, consider giving Little Aavidum members opportunities to help bring classroom lessons to life. For example, students might introduce a lesson to a younger class, lead an activity, read a related book, help distribute materials, create a visual display, lead a follow-up challenge or collect ideas from younger students.

This gives Little Aavidum members an authentic leadership experience while helping younger students see their peers as role models. Sometimes the most powerful messenger is another student.

High School Facilitated Assembly



One of the most meaningful ways to introduce Little Aavidum is by having high school Aavidum students help launch the program in the elementary school. High school students can serve as near-peer role models, sharing their own experiences with Aavidum and showing younger students that they are part of something much bigger than their own school. A high-energy student-led assembly can introduce the Aavidum message, explain the four characteristics, build excitement around the new Little Aavidum club, and demonstrate how small acts of kindness and caring can make a difference. This is also a wonderful opportunity to build a connection between elementary and secondary Aavidum clubs and help younger

students see the possibilities that come with growing as an Aavidum leader.

Aavidum has a scripted assembly outline available to help schools plan this experience. The outline provides a suggested flow, talking points, activities, and opportunities for high school students to interact with the elementary audience. Schools can adapt the assembly to fit their students, schedule, and school culture while allowing the high school Aavidum members to take an active leadership role in welcoming the newest members of the Aavidum movement.

A Schoolwide Language of Caring

Imagine a school where students hear the same messages year after year: You belong. Your feelings matter. Your words matter. You can ask for help. You can help others. You don't have to handle everything alone. Everyone deserves to feel accepted, appreciated, acknowledged, and cared for.

That consistency makes a difference. When these ideas become part of classroom conversations, Little Aavidum meetings, schoolwide campaigns, announcements, and everyday interactions, they begin to move from something students are taught to something students experience. And that is the ultimate goal of Little Aavidum.



Advisor Tip



You don't need to try to do everything right away.

For example, you don't have to teach all 15 topics. Share the resource with classroom teachers and school counselors, identify where the lessons naturally fit within your existing school schedule, and encourage teachers to use them throughout the year.

The more adults who use the Little Aavidum language, the more opportunities students have to hear it, practice it, and make it part of who they are.

The club may be the starting point, but the classroom is where the message can become part of everyday school life.

Running the Club

Explore these recommendations to help launch, run, and sustain an impactful Little Aavidum Club in your school.

Selecting Your Little Aavidum Leaders

Choosing the students who will serve as Little Aavidum leaders is an important first step in launching your club. Most clubs are designed for students in the older grades of the elementary building because these students are often developmentally ready for greater leadership responsibility.

There is no single “right” way to select students. Every school has a different structure, schedule, student population, and level of interest. Schools should choose a selection process that is fair, inclusive, manageable, and appropriate for their community.

Most importantly, please remember that Little Aavidum leaders do not have to be the most popular students, the highest-achieving students, or the most outgoing students.

A strong Little Aavidum leader might be the student who:

- Always notices when someone is sitting alone
- Makes new students feel welcome
- Is a good listener
- Shows empathy toward others
- Is willing to speak up when something isn't right
- Treats classmates and adults with respect
- Takes responsibility seriously
- Has creative ideas
- Works well with different kinds of people
- Is willing to participate and learn
- Demonstrates kindness even when no one is watching

Look for character, potential, and willingness to lead, not perfection. A student does not need to already be an exceptional leader to become one through Little Aavidum.

Option 1: Teacher Nominations

One of the simplest ways to select Little Aavidum members is through teacher nominations. Teachers know their students well and can often identify children who consistently demonstrate the qualities that make a strong Little Aavidum leader. One possible model is having teachers nominate two students from each eligible homeroom. Teachers can nominate students who they believe would:

- Represent the school positively
- Work well with others
- Demonstrate the Aavidum values
- Be responsible members of the club
- Participate actively
- Help others feel included

A sample nomination form is available for schools to adapt or use.

Option 2: Student Application

Schools may choose to invite students to apply for Little Aavidum. An application can help identify students who are genuinely interested in the mission and excited about taking on a leadership role. A sample application is available for schools to adapt to their own preferences.

Option 3: Teacher Nominations + Student Application

For many schools, a combination of teacher nominations and student applications may provide the best balance. For example:

1. Teachers nominate students who they believe demonstrate strong leadership potential and Aavidum values.
2. Nominated students complete a short application explaining why they are interested.
3. The advisor or selection team reviews the nominations and applications.
4. Students are selected based on both their demonstrated qualities and their interest in participating.

This approach gives adults an opportunity to identify students who may not recognize their own leadership potential while also ensuring that selected students want to be part of the experience.

Option 4: Open Application

Some schools may want to allow any eligible student to apply. This can be especially effective when student interest is high, the school wants to encourage student voice, the club has a larger capacity, and/or the school wants students to take ownership of the opportunity. An open application also sends an important message that leadership is an opportunity that students can choose to pursue. If the number of applicants exceeds the number of available spaces, the school can use a selection committee, teacher input, or a combination of criteria to determine membership.

Consider Representation

Regardless of the selection method, think carefully about who is represented in the Little Aavidum group.

Whenever possible, consider representation across:

- Classrooms
- Different interests
- Different personalities
- Different social groups
- Students with different strengths
- Students who may not typically participate in leadership opportunities

A club made up entirely of the most outgoing students may unintentionally communicate that leadership belongs to a certain type of person. Instead, ask yourself, "Does this group reflect the many different kinds of students who make up our school?"

What if more students want to participate than we can accept?

This is a wonderful problem to have, but it can also be difficult for students. If demand exceeds capacity, be thoughtful about how you communicate the decision. Students who are not selected should not receive the message that they are not kind, caring, or good enough to be leaders.

Instead, explain using a statement such as, "We had more students interested than we have space for this year. That means we have a lot of students who care about making our school a better place."

Consider creating other ways for students to participate, such as:

- Schoolwide campaigns
- One-time Little Aavidum activities
- Student volunteers
- Campaign committees
- Classroom leadership opportunities
- A second group later in the year
- Some schools may also choose to have different Little Aavidum members during the first and second halves of the school year, allowing more students to experience the program.

How many students should we select?

There is no required club size. Schools should determine what is manageable based on:

- Number of students interested
- Available meeting space
- Advisor capacity
- Number of adults available to support the club
- Meeting schedule
- School structure

Many Little Aavidum clubs have approximately 20 students, but schools may choose a smaller or larger group. Quality matters more than quantity. A smaller group of students who meet consistently and are given meaningful leadership opportunities may have a greater impact than a very large group that is difficult to manage.

Don't forget about the students who aren't in the club.

One of the most important messages advisors can reinforce is that you don't have to be a Little Aavidum member to live out the Aavidum message.

The official club may be limited in size, but Aavidum belongs to everyone. All students can include someone, show appreciation, listen, ask for help, help someone else, participate in campaigns, and make someone feel welcome. The Little Aavidum leaders are simply the students who have been given a special opportunity to help lead the movement.

A note about the "perfect" candidate...

Don't look for perfect students.

Look for students who are:

- Kind.
- Caring.
- Curious.
- Responsible.
- Willing to learn.
- Willing to listen.
- Willing to lead.
- Willing to grow.

Little Aavidum isn't designed to recognize students who have already mastered everything about leadership. It is designed to help students become stronger leaders. Sometimes the student who needs the opportunity most is the student who has never thought of themselves as a leader before.

Once students have been selected, we recommend congratulating parents on their child's achievement. This can also be a great opportunity to share a little bit more about Aavidum to secure parental support and involvement. A sample **letter to parents** is available for schools to use or adopt.

Additionally, before students officially accept their positions, advisors should review the **Little Aavidum Promise** with the group. The promise reinforces that membership is not simply about belonging to a club, but also about choosing to live out Aavidum's values through words and actions. Students may sign the promise as a symbolic commitment. The promise should be revisited throughout the year. It is not intended to be a list of rules or a disciplinary document, but rather a set of standards to help students reflect on their behavior and align their actions.

Meeting Frequency

Little Aavidum clubs should meet at least once per month.

Schools may choose to meet more frequently depending on their students and schedule. The frequency should be determined by what is realistic for the school and meaningful for students.

Meeting Length

Meetings typically last approximately 30 to 40 minutes.

The meeting does not need to be long to be meaningful. Consistency matters more than length.

When should Little Aavidum meet?

Schools should look for times that allow students to participate without unnecessarily missing instructional time.

Possible options include:

FLEXIBLE SCHOOL SCHEDULES

Some schools have built-in flexible periods that can be used for club meetings.

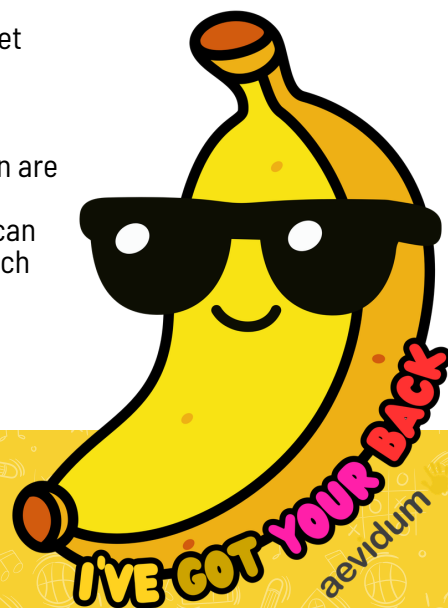
LUNCH BUNCH

Lunch can be an excellent time for Little Aavidum because it allows students to meet while maintaining the regular school schedule.

BEFORE OR AFTER SCHOOL

Before or after school meetings can work well when transportation and supervision are appropriate. After-school meetings may be especially feasible when students have access to a late bus, can walk home safely with appropriate school procedures, or can leave approximately 30 minutes later while still utilizing existing safety supports such as crossing guards.

Important: The advisor and school administration should determine what meeting structure is appropriate for their building.





What does the club DO?

Provide Student Voice & Leadership

Student leadership is at the heart of Little Aavidum. The goal is not simply to give students tasks, but rather to give students ownership.

Whenever possible, students should have opportunities to:

- Generate ideas
- Make decisions
- Divide responsibilities
- Create materials
- Lead activities
- Speak to peers
- Evaluate their work
- Celebrate successes
- Learn from mistakes

The First Little Aavidum Meeting

The first meeting should feel different from a typical club meeting. Rather than a meeting, it's more of a celebration. These students have been selected because adults in their school recognize qualities in them that could help make their school a better place. They should leave the first meeting thinking, "I am part of something important." A sample first meeting outline is available.

Meeting Structure

Aavidum provides a library of structured meetings that schools can use throughout the year. The Aavidum Team will continue adding new meeting ideas to this library.

Meetings generally follow six steps:

1. WELCOME

Open the meeting, reconnect with students, and establish the purpose.

2. CONNECT (Icebreaker)

Use a short activity to get students talking, moving, laughing, or interacting. The icebreaker should help students feel comfortable with one another.

3. SHARE

Give students an opportunity to share their thoughts and feelings related to the meeting topic. This part of the meeting can provide valuable insight into the school community.

4. DO

This hands-on, interactive component is the main portion of the meeting. Students might learn a new concept, practice a new skill, complete a team activity, create something, work on a campaign, or more.

5. REFLECT

Students will reflect on the topic and the activity they completed. Reflection helps students connect the activity to real life.

6. CHALLENGE

Every meeting should end with a simple challenge students can carry into their school community. The challenge reinforces the fact that Aavidum doesn't only happen during club meetings.

3 Campaign Goal

Every active Little Aavidum club aims to implement a minimum of THREE campaigns per school year. Campaigns are an important part of the Little Aavidum model because they allow students to take the values they discuss in meetings and bring them to the broader school community. Campaigns can be Aavidum-provided campaigns, school-created campaigns, or a combination of both.

* * * * *

Aavidum-Provided Campaigns

Each year, Aavidum will provide instructions and ideas for at least two Little Aavidum campaigns. Aavidum will include the campaign concept, goals, suggested timeline, implementation instructions, ideas for student involvement, schoolwide participation ideas, and printable or digital resources when applicable. Schools may use the campaigns exactly as provided or adapt them to fit their school.

FREE CAMPAIGN MATERIALS

Aavidum will provide free materials to complete designated campaigns to the first 100 schools that register each year. Materials may vary from year to year based on the campaign. Schools should watch Aavidum communications for registration opportunities and deadlines.

* * * * *

Creating Your Own Campaign

Schools are encouraged to create campaigns that respond to the needs and interests of their own students.

A good Little Aavidum campaign should:

- Have a clear message.
- Connect to an Aavidum value.
- Give students an opportunity to participate.
- Be visible throughout the school.
- Be realistic for the school's resources and schedule.
- Give students meaningful leadership opportunities.

The advisor does not need to have the campaign idea. Ask the students:

- "What do you think our school needs right now?"
- "What is something we could do to help students feel more accepted, appreciated, acknowledged or cared for?"
- "What would make people excited to participate?"
- "How could we spread an Aavidum message throughout our school?"

* * * * *

When Students Have Ideas That Might Not Work

Student leadership does not mean saying yes to everything. Sometimes students will have an idea that isn't realistic, costs too much, doesn't fit school policies, could unintentionally exclude someone, requires more time than the school has, or creates a safety concern. Instead of immediately saying "no," try helping students revise the idea.

Ask:

- "What are we trying to accomplish?"
- "What part of this idea do you like?"
- "How could we make it work within our school rules?"
- "What is another way we could accomplish the same goal?"

This teaches students an important leadership skill that good leaders take the time to thoughtfully turn ideas into action.

* * * * *

Bringing Little Aavidum to the Whole School

Little Aavidum should never feel like something that happens only to the students in the club. Ways to involve the broader school include:

- Morning announcements
- Classroom activities
- Schoolwide challenges
- Bulletin boards
- Hallway displays
- Spirit days
- Appreciation activities
- Kindness challenges
- Student-created videos
- School assemblies
- Family activities
- Recognition programs

Remember that although the club can be small, the message should be big.

Student Safety & Boundaries

Little Aavidum **is not** therapy.
Little Aavidum **is** a student leadership program.

Students should never be expected to:

- Counsel another student
- Diagnose a problem
- Solve a friend's problems
- Handle a crisis
- Keep secrets about safety concerns
- Promise confidentiality
- Become another student's primary support person

Instead, students should learn to NOTICE. CARE. CONNECT.

- A student can **notice** that a friend seems upset.
- A student can **care** about what their friend is experiencing.
- A student can **connect** that friend with a trusted adult.



When a student is worried about someone...

Students should know that they can always involve a trusted adult.

Teach students that if something feels too big, too serious, or too worrying to handle by yourself, they need to tell an adult.

Students should understand that asking for adult help is not tattling when someone's safety or well-being may be involved. The advisor should clearly explain, "You will never be responsible for solving another person's problems."

If a student shares a concerning disclosure...

The advisor should:

1. **Listen calmly:** Avoid showing shock or alarm.
2. **Thank the student:** "I'm glad you told me."
3. **Do not promise secrecy:** Students should understand that safety concerns need to be shared with the appropriate adults.
4. **Follow school procedures:** Every school should have established protocols for responding to student safety concerns. The Little Aavidum advisor must know those procedures before beginning the club.
5. **Connect the student** with the appropriate professional or administrator. Follow the school's established process.
6. **Document or communicate** as required by school policy.
7. **Follow up** appropriately.

The Advisor isn't expected to be a mental health expert.

You do not need to be a counselor, psychologist, social worker, or mental health professional to advise Little Aavidum. Your most important responsibilities are:

- Create a safe space.
- Build relationships.
- Guide students.
- Know your school's procedures.
- Know when to involve other professionals.
- Model the Aavidum values.

When a concern goes beyond the scope of Little Aavidum, connect the student with the appropriate school personnel.

In some cases, having at least one mental health-related staff member be the club advisor can be very helpful if a difficult moment arises.

Involving the Whole Community

Little Aavidum can make the biggest impact when the whole community is on board to help support and reinforce its concepts.

School Staff Partnership

Little Aavidum works best when the advisors aren't the only adults who know what the club is doing.

Introduce the program to:

- Administrators
- Classroom teachers
- Counselors
- Social workers
- Special education staff
- Cafeteria staff
- Transportation staff
- Other adults who interact regularly with students

Ask staff to:

- Encourage student participation
- Recognize Little Aavidum efforts
- Share observations with the advisor
- Help students spread campaigns
- Model Aavidum values

The goal is for students to see that caring is everyone's job.



Family & Caregiver Involvement

Families should understand that Little Aavidum is a student leadership program focused on school culture, belonging, connection, and caring. At the beginning of the year, families should receive:

- Information about Little Aavidum
- An explanation of why their child was selected
- Information about the club schedule
- Information about the advisor
- An explanation of student responsibilities
- Appropriate contact information

Throughout the year, consider sharing:

- Campaign updates
- Photos (following school policies)
- Student accomplishments
- Upcoming activities
- Ways families can practice Aavidum at home

Encourage families to ask:

- "Who did you make feel welcome today?"
- "Did you notice anyone who needed a friend?"
- "What is one kind thing someone did for you?"
- "What does 'I've Got Your Back' mean to you?"
- "What is your club working on right now?"

These questions help students see that Aavidum is not just something that happens at school.

Measuring Impact

Little Aavidum is about changing culture, not simply counting activities. If schools are interested in evaluating the impact of Little Aavidum in their school, the Aavidum Team can share our measurement tools.